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A manual, to provide parents with an understanding of the work of the speech teacher and with methods to correct the poor speech habits of their children is presented. Areas include the organs of speech, where they should be placed to make each sound, and how they should or should not move. Easy directions are given for producing the most troublesome sounds of speech, such as s-z, k-g, r-l, t-d, and th. Suggestions on how to help the child make the sound, together with practice material and poems for each troublesome sound are included.

Parents and the speech teacher should be aware that correction may sometimes become a form of harmful "nagging." It is suggested that the child and parent have a short practice period after school or during the evening. This regular practice, together with occasional reminders, helps a child with minor speech problems to speak clearly and correctly. A diagram showing the organs of speech is included.

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A MANUAL ON SPEECH THERAPY

FOR PARENTS' USE

WITH CHILDREN WHO HAVE MINOR SPEECH PROBLEMS

by

Helen Loree Ogg

Written 1950
Reprint 1956
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AN EXPLANATION OF THE MANUAL

This manual tries to give easy directions for producing the most troublesome sounds of our speech. It gives some suggestions for helping children correct poor speech habits. It also gives some practice materials for use in the correction.

The different sounds in our words are made by the particular placing of the organs of speech in certain relationships. The organs of speech, sometimes called articulators, are the lips, teeth, tongue, jaw, roof of mouth, and soft palate. We sometimes refer to the parts of the tongue,--the tip, the front part or blade (a little more than the tip), the middle and back parts. The roof of the mouth has its parts, too. The front part above the upper teeth is called the teeth-ridge because of the hard ridges we can feel with the tongue. There is the middle part of the roof and the back. The roof of the mouth is also called the hard palate. At the very back of the hard palate there is a softer tissue called the soft palate.

By knowing what organs of speech are used to make each sound, where they should be placed, and how they should (or should not) move, parents will understand something of what the speech teacher is trying to do and by understanding they can help very much in the correction of the poor speech habits of their children.

The parents, as well as the speech teacher, must always be aware that correction may sometimes become a very annoying type of "nagging" and more harm than good will result. Therefore, it is suggested that, if possible, the child and parent have a short practice period after school or during the evening. This period might be called something attractive to the child so that he will want to work fifteen or twenty minutes quietly practicing some of the poems found in this manual. An excellent time to work is just before the child goes to sleep, after he is ready for bed. This regular practice together with occasional reminders at other times and the specialized direction in the speech class will help a child with minor speech problems very quickly to speak clearly and correctly.

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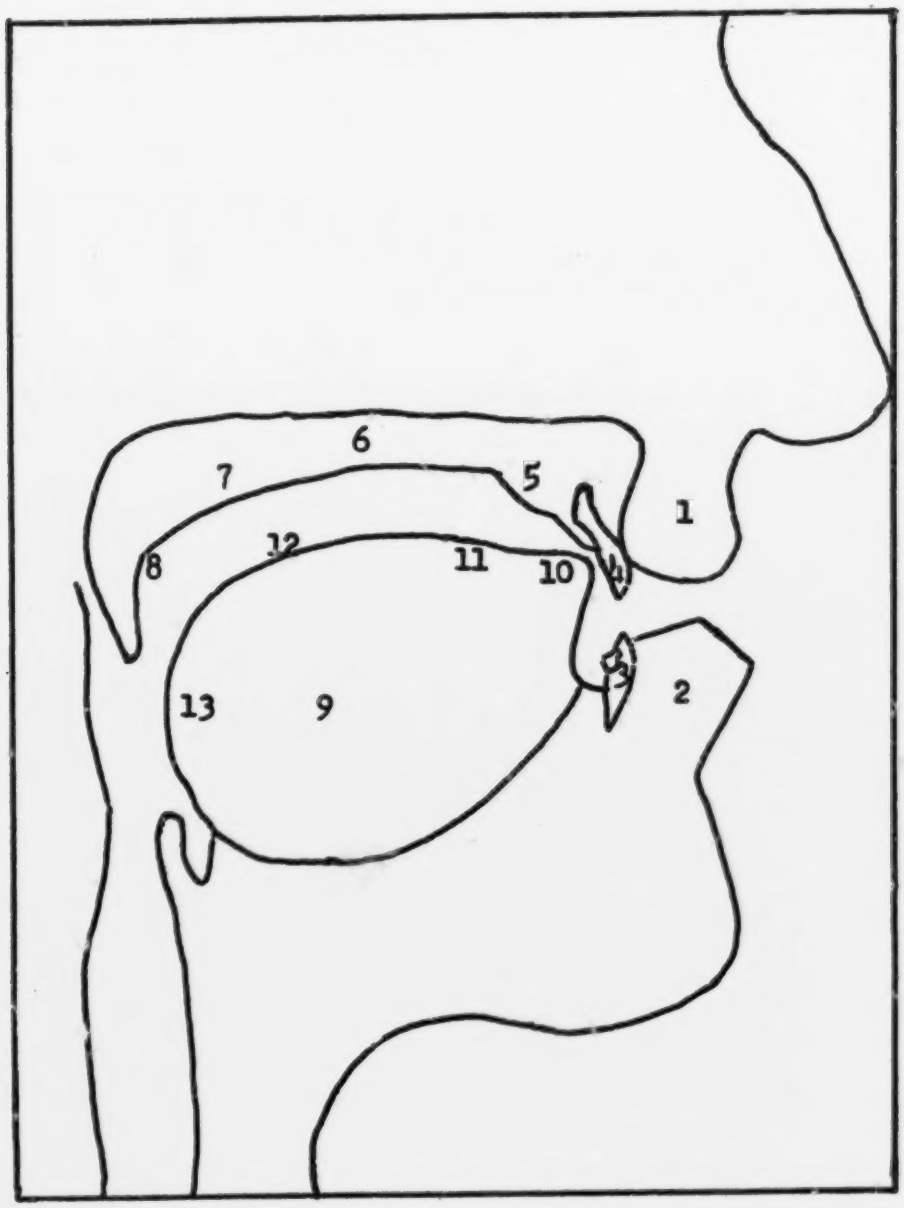
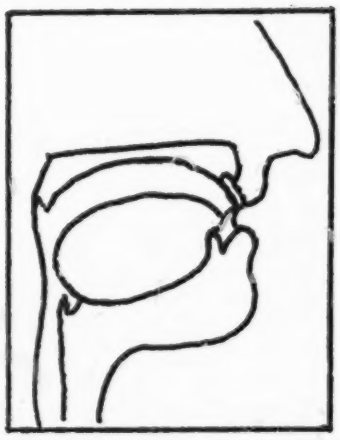
A DIAGRAM SHOWING THE ORGANS OF SPEECH



1. Upper Lip
2. Lower Lip
3. Lower Teeth
4. Upper Teeth
5. Teeth Ridge
5-7 Hard Palate or Roof
6. Middle of Hard Palate
7. Back of Hard Palate
8. Soft Palate
9. Tongue
10. Tongue Tip
10-11. Tongue Blade
12. Middle of Tongue
13. Back of Tongue

I

SOUNDS: S - Z



HOW THE SOUNDS ARE MADE:

The most common minor speech problem is the lisp. Generally speaking, a lisp is the substitution of TH for S. Probably the reason for such widespread substitution is that for a long period of time in a child's life the front teeth are in the process of replacement. During this time there is nothing in the front of the mouth to restrain the tongue tip and so out it comes beyond the line of the teeth and the TH sound results. This tooth-growing period is so long that the tongue habit becomes well established and is, therefore, quite difficult to break. Nevertheless, it can be done if parents and teachers work together to remind the child of the new speech pattern. The S sound pattern is an easy one to understand and to make.

1. Place the teeth together either as they meet on edge or as they meet in chewing.
2. Then force the air out through the spaces between the teeth. It is as simple as that in most cases. S is an AIR sound.

For the Z sound follow the directions for making S, but voice the outflow of air making a buzzing sound. Place the finger tips against the hard ridge on the front of the throat and feel the vibration or buzz as you say Z. Z is a VOICE sound.

HOW TO HELP THE CHILD:

If the air flows through the teeth easily then the child needs only a reminder to close his teeth when he says a word with an S or Z sound. Help the child learn a few of the more common words first--the ones he uses every day, such as SHOES (z), PANTS, BREAKFAST, SUPPER, ICE (s) CREAM, CEREAL (s), ZIPPER, POTATOES (z), CARROTS, SOAP.

If the air doesn't flow through freely it may be necessary to train the tongue to a flatter position in the mouth. Suggest touching the lower teeth with the tongue tip. Or with a tongue depressor (also called a tongue blade--the kind the doctor uses when he examines the throat), press the tongue gently to the floor of the mouth. Then when it is in a more relaxed position use the edge of the depressor to stimulate a groove down the center. Quickly close the teeth while the tongue is still relaxed, force the air out, and the S, or hissing sound, is made. Time and practice will establish the new pattern.

In words that begin with an S blend (that is, with two or three consonant sounds, the first of which is S). such as STAND, SWING, SNOW, and STRING, separate the S from the rest of the word: S - tand, S - wing, S - no, and S - tring. Don't hurry the speech. Give the child ample time to put his teeth together, to force the air through, and to make a good strong S sound before saying the rest of the word.

It will be observed that every child who lisps is a rapid speaker. The trouble is that time is not taken to close the teeth for the S and Z sounds (maybe also for some others). So slower speaking and an attempt to speak all words more carefully and more clearly are worth striving for, together with the stimulation for closing the teeth.

Another type of incorrect S sound is the lateral S. In this case, the tip of the tongue is high, touching the upper teeth ridge, or even farther back on the roof of the mouth, and the teeth are always separated. The high tongue position blocks the straight outflow of air. Instead, the air escapes laterally, over the sides of the tongue, and with this outflow there is always a more or less unpleasant clicking sound, as if there were too much saliva in the mouth. To correct the lateral lisp follow the procedure already explained: relax and flatten the tongue, close the teeth, and direct the air straight out over the tip of the tongue and through the front teeth.

The greatest difficulty with the production of the Z sound is that far too many people never say it, except as it occurs at the beginning of the word. At the ends of plural words (meaning more than one object) such as DOORS, TABLES, and BEDS the S should be pronounced as Z. The general rule for pronouncing S as Z is this: whenever S follows a VOICE sound, the S is changed to Z. To explain further let us examine the words given above.

DOORS - R is the sound before the S, it is a voice sound, therefore, the S is a Z sound
TABLES - L is the sound before the S, it is a voice sound, therefore, the S is a Z sound
BEDS - D is the sound before the S, it is a voice sound, therefore, the S is a Z sound

Here is a complete list of <u>VOICED</u> and <u>AIR</u> sounds. At the end of a word

S BECOMES Z FOLLOWING				S REMAINS S FOLLOWING	
1.	A as in BANANAS	9.	M as in ROOMS	1.	P as in TOPS
2.	B " " BIBS	10.	N " " PENS	2.	T " " TENTS
3.	D " " BEADS	11.	NG " SINGS	3.	F " " DWARFS
4.	E " " TREES	12.	O " " TOES	4.	TH (air) as in MONTHS
5.	G " " PIGS	13.	OO " SHOES		
6.	I " " EYES	14.	R " " BEARS		
7.	J " " BRIDGES	15.	V " " WAVES		
8.	L " " BELLS				

<u>PRACTICE MATERIAL:</u>

		pussy	lazy	yes	pencils
		inside	buzzing	guess	papers
say	zoo	answer	easy	pass	trees
see	zipper	myself	busy	us	apples
soap	zebra	must	visit	dress	teachers

<u>THE WIND</u>

The summer wind is soft and slow
sssssssss, I hear him go
But when he's bringing winter snow
SSSSSSSS, I hear him blow
Mary Louise Allen

<u>THE AIRPLANE</u>

Whenever I hear up in the sky
zzzzzzzzzzzzzzzzz
I know a plane is passing by
zzzzzzzzzzzzzzzzz
Keppie, Wedberg, Keslar

THE BEES

This is the song of the bee
Buzz, buzz, buzz
A jolly good fellow is he.
Buzz, buzz, buzz.

In days that are sunny
He's making his honey
Buzz, buzz, buzz
In days that are cloudy
He's making his wax
Buzz, buzz, buzz.
Author Unknown

THE PUSSY

I have a little pussy
And her coat is silver gray;
She lives out in the meadow
She never runs away;
She always is a pussy
She'll never be a cat
For she is a pussy willow,
Now what do you think of that?
Author Unknown

SEE-SAW

See-saw, see-saw
Up and down we go;
See-saw, see-saw
Going high and low.

See-saw, see-saw
Playing in the sun;
See-saw, see-saw
Oh, such jolly fun.

See-saw, see-saw
Going high and low;
See-saw, see-saw
Stopping down below.
Carrie Rasmussen

OLD SNICK SNEEZE

Old Snick Sneeze has a nose like a rose
You can hear him wheeze wherever he goes
He stays with boys who wear wet shoes
Or a girl who is careless - no matter whose
You find they usually go by threes;
The child, wet shoes, and Old Snick Sneeze.
Author Unknown

CHOOSING A KITTEN

A black-nosed kitten
Will sleep all the day
A white-nosed kitten
Always likes to play
A yellow-nosed kitten
Will answer your call
But a gray-nosed kitten
I like the best of all.
Author Unknown

FLIES

zzzzzzzzzzzzzzzzzzzzzzzzzzzz
Drowsy flies are buzzing
On the window glass
zzzzzzzzzzzzzzzzzzzzzzzzzzzz
Open the window, please
And let the flies pass
zzzzzzzzzzzzzzzzzzzzzzzzzzzz
Rodney Bennett

USES

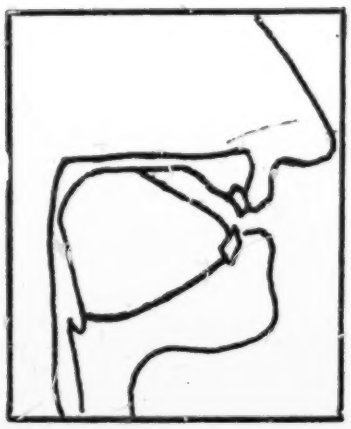
Ears are hearers,
Eyes are winkers,
Thumbs are holders,
Heads are thinkers.
Arms are carriers,
Feet are walkers.
Lips and teeth
And tongues are talkers.
Rodney Bennett

THE GOBLIN

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.
He bumps, and he thumps, and he stumps,
He knocks, and he rocks, and he rattles at the locks.
A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.
From the French

II

SOUNDS: K - G



HOW THE SOUNDS ARE MADE:

K and G are formed in the back of the mouth. The organs of speech principally concerned are the back of the tongue and the soft palate. These two must meet.

1. Raise the back of the tongue
2. To touch the soft palate (as it lowers to meet the tongue).
3. They meet for a moment and then separate with a slight explosive sound as the air rushes out. This air explosion is the sound of K. It is, therefore, an AIR sound.

When the air is voiced, or we might say when the K is said aloud, the G sound is made. G is a VOICE sound.

HOW TO HELP THE CHILD:

In the production of some of our sounds there is a kind of two-fold process. For S and Z, as explained in Section I, the teeth and tongue are placed in their proper positions and they are not moved when the sound is made. But for K and G, and certain other sounds, the organs of speech used (the back of the tongue and the soft palate for K and G) take their positions for the sound production, but as the sound is made they move back to their normal positions. We call these the "make" and "break" positions. Furthermore, it is not the "make" movement alone that produces the sound--that is only preparation for the sound. It is the "break" movement that gives the sound. So in helping children learn these sounds, K and G, be sure there is a "break" movement.

It is a little easier to stimulate production if the lower jaw is in a somewhat relaxed position, the mouth thus being partly open.

If T is substituted for either the K or G sound (TUM for COME), or if D is used for G (DAME for GAME), the tip of the tongue is in a raised position instead of the back. There are several ways to correct this. Suggest that the tip touch the back of the lower teeth and stick to them as tightly as if the tip were chewing gum. This centers attention on the tip and builds up tension there so that the back of the tongue may be freer for use. If this is not successful, use a tongue depressor over the tip to hold it down. As soon as it is held down the back will rise. Also, using a depressor, the tip may not only be held down but a slight backward pressure exerted on the depressor will aid in pushing the back up to its proper position. As the tongue moves upward the soft palate automatically moves down to meet it.

Still another aid is the use of two finger tips placed on either side of the trachea (the hard ridges felt on the front of the throat) just under the chin. From this position push up gently. This stimulates the muscles of the back of the tongue to move upward.

Sometimes the K sound may be secured through the suggestion of "coughing." An excellent bit of verse to be used in this connection may be found in the practice materials below. A mirror may be used to show the relaxed lowered position of the tongue tip. And a feather or piece of paper held in front of the mouth will indicate the amount of air being expelled. The paper will move quite jerkily when the sound is made correctly.

PRACTICE MATERIAL:

		cooky	begin	look	egg
		pumpkin	forgot	stick	flag
come	go	pocket	hungry	talk	frog
can	give	basket	tiger	thank	dog
kite	girl	monkey	wagon	milk	bag

A KERNEL OF CORN

Kuh! Kuh!
A kernel of corn
Is caught in my throat!
Kuh! Kuh!

Adapted from
Alice Wood

BIG PIG

"Where are you going, big pig, big pig,"
"Out in the garden to dig, dig, dig."
"Into the garden to dig, dig, dig, dig,
Shame on you big pig, big pig."
"I'm sorry, Madam, but I'm only a pig,
And all I know is to dig, dig, dig."

Author Unknown

WHERE ARE YOU GOING, MY LITTLE CAT?

Where are you going, my little cat?
I am going to town to get me a hat.
What, a hat for a cat!
A cat get a hat!
Who ever yet saw a cat with a hat?

Where are you going, my little kittens!
We are going to town to get us some mittens.
What, mittens for kittens!
Do kittens wear mittens?
Who ever yet saw little kittens with mittens!

Where are you going, my little pig?
I am going to town to get me a wig.
What, a wig for a pig!
A pig in a wig,
Who ever yet saw a pig with a wig?

Eliza Lee Follen

THE CLOCK

Tick, tock,
Tick, tock,
Tick, tock,
Hickory dickory dock
The mouse ran up the clock
The clock struck one
The mouse ran down
Hickory dickory dock
Tick, tock,
Tick, tock,
Tick, tock.
Merrily sings the clock
There is time for work
There is time for play
And so it sings through all the day
Tick, tock,
Tick, tock,
Tick, tock.

Mother Goose

THE CAT

The black cat yawns,
Opens her paws,
Stretches her legs,
And shows her claws.

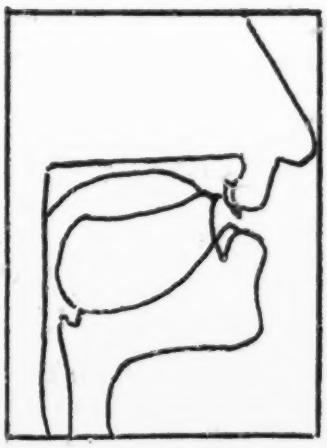
Then she gets up
And yawns once more.
Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

Then lets herself down
With particular care
And pads away
With her tail in the air.

Mary B. Miller

III

SOUND: R



HOW THE SOUND IS MADE:

R is one of the most difficult sounds to produce, possibly because the parts of the tongue used for R are used in much the same way in the production of several other sounds. There are three basic ways to make an R sound, but in all three some part of the tongue must touch or almost touch the roof of the mouth. The tip may contact the roof of the mouth (the hard palate) any place from the ridges back of the upper teeth to about midway to the back. Or the middle of the tongue may approach the middle of the hard palate, or the back of the tongue may almost touch the back of the hard palate.

1. The easiest for a child to learn is the tip of the tongue position. He can see this position in a mirror and usually it is easy to raise the tip of the tongue to the roof of the mouth.
2. Then give the sound of the R (ER) and ask the child to try to imitate the sound. Sometimes moving the tip back a bit will help. Also, the suggestion that the sound is made in the throat, and that it is rather like a lion's growl, helps. R is a VOICE sound.

HOW TO HELP THE CHILD:

If the child has difficulty lifting the tip of the tongue use a tongue depressor and lift it for him. Occasionally, it is easier to place the depressor against the tip of the tongue and gently push the tongue back into the mouth and at the same time raising it to near contact with the roof.

Sometimes it helps to use the name of the letter, R, instead of the R sound. The name of the letter starts with the AH sound, then ER. Say the AH with a fairly wide open mouth and keep the mouth open for the tongue position for ER, AH - ER.

Words beginning with R, such as RED and READ, should be practiced ER - ED and ER - EED in very slow tempo at first. This gives the tongue time to find its place on the roof of the mouth. Words ending in the R sound, as MOTHER and FATHER should be said MUTH - ER, FATH - ER. When R is in the middle of a word, as in THREE, BIRD, BRIGHT and HORSE, say TH - ER - EE, BUH - ER - D, BUH - ER - I - T, and HAW - ER - S, working up the timing to that of normal speech.

When the R sound is practiced with the L sound, the R may be more easily learned. The L is made with the tip in a forward position on the upper teeth ridge. With this position for L, use the back of the tongue position for R. Alternating from L to R, giving the tongue a sort of rocking back and forth movement may bring the desired R sound.

Some children say AH for R, as KAH for CAR, in what we call Eastern or Southern dialect. In this case, follow the directions given for the name of the letter R, AH - ER, adding the ER to the AH that they already say.

Also, a child may substitute W for R, saying WED for RED This calls for elimination of the lip movement for W (explained in Section X), first of all. There are several ways to do this. Show the child your own non-use of lips for R and use instead, the tongue tip. Let him use a mirror to help avoid the unnecessary movement. One may use the first and second fingers horizontally, to hold the lips against the teeth. From there on work as suggested above.

PRACTICE MATERIAL:

		very	story	door	bear
		carry	every	car	floor
ran	rabbit	carrot	fairy	hair	for
red	run	orange	horse	four	near
rain	right	squirrel	around	color	chair

RUBADUBDUB!

Rubadubdub!
Rubadubdub!
Rrr-Rr-Rubadubdub!

You'd think twenty drummers
Were drumming to battle
Rubadubdub!
Rubadubdub!
But it's really the Twins
With two sticks and a rattle,
Rubadubdub,
Rubadubdub
On a tub.

Rrr-Rrr-Rubadubdub!
Rrr-Rrr-Rrr-Rrr-
Rrr-Rubadubdub!
Rodney Bennett

RAIN

The rain is raining all around
It falls on you
It falls on me
Don't you love to hear its sound?

Pitter, patter, pitter, patter
That's the raining sound.

The rain is raining on the ground,
It falls on field
It falls on tree
It falls on all the ships at sea.

Pitter, patter, pitter, patter
That's the raining sound.
Adapted from R.L. Stevenson

EASTER RABBITS

Five little Easter rabbits
Sitting at the door
One hopped away
Then there were four.

Hop, hop, hop, hop, see how they run
Hop, hop, hop, hop, they think it fun.

Four little Easter rabbits
Sitting under a tree
One hopped away
Then there were three.

Hop, hop, hop, hop, see how they run
Hop, hop, hop, hop, they think it fun.

Three little Easter rabbits
looking at you
One hopped away,
Then there were two.

Hop, hop, hop, hop, see how they run
Hop, hop, hop, hop, they think it fun.

Two little Easter rabbits
Sitting in the sun
One hopped away,
Then there was one.

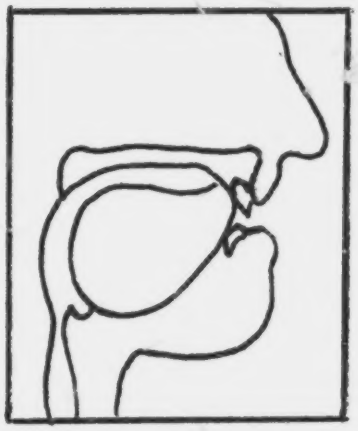
Hop, hop, hop, hop, see how they run
Hop, hop, hop, hop, they think it fun

One little Easter rabbit
Left all alone
He hopped away
Then there was none.

Hop, hop, hop, hop, see how they run
Hop, hop, hop, hop, they think it fun.
Author Unknown

IV

SOUND: L



HOW THE SOUND IS MADE:

This is an easy sound to make, at least when it is found at the beginning of a word, and it is rather an amazing thing to find a good many children having trouble with it.

1. The tip of the tongue should touch the teeth-ridge back of the upper teeth.
2. It remains in this position while the air is sent out, laterally, over the sides of the tongue. Voice the air and the L sound is made.

Sometimes the tip of the tongue is more rounded and a portion more than the tip, called the blade of the tongue, is raised to contact the front part of the hard palate. This position often makes a more refined and pleasing L sound, but the other is a good L and is usually easier to make. After a child has learned the tip of the tongue L he can easily learn to make the blade L.

HOW TO HELP THE CHILD:

W is the most common substitution for L, WIKE for LIKE, WADY for LADY. To correct this, use a mirror to show the child that the tip of the tongue is used rather than the lips. Often, if the person helping the child will just lift a finger, approximating the tongue movement, this will give the needed reminder and stimulus. If the lips continue to move to the rounded position for W, hold the lips firmly against the teeth with the fore and middle fingers, laying the fingers horizontally against the mouth just above and below the lips.

In words like FLY, FLOOR, and FLAG, separate the sounds in the words in this way: F - UL - I, F - UL - OOR, and F - UL - AG. Gradually say them faster until they are in the tempo of average speech.

PRACTICE MATERIAL:

		alone	along	call	little
		only	Billy	doll	ball
like	letter	belong	violet	fall	bell
let	love	balloon	family	fail	tail
last	look	polite	dolly	battle	hill

THE HAPPY KITTY

"Meow, meow," says the kitty
And his eyes go blink, blink;
Pat, pat go his paws;
I wonder if a cat can think!
"Purr, purr," says the kitty
And his eyes go wink, wink,
Wiggle, waggle goes his tail
As he takes a little drink.

Carrie Rasmussen

THE CATERPILLAR

Fuzzy, wuzzy, creepy crawly
Caterpillar funny,
You will be a butterfly
When the days are sunny.
Winging, flinging, dancing, springing
Butterfly so yellow
You were once a caterpillar
Wiggly, wiggly fellow.

Author Unknown

THE ELF SONG

Tra, la, la, la, la,
Tra, la, la, la, la.
A lonely elf
All by herself
Lived in the far away hills.

Tra, la, la, la, la,
Tra, la, la, la, la,
Her hair was like silk
Her skin was like milk
And her voice was like
tinkling bells.

Tra, la, la, la, la,
Tra, la, la, la, la.
Author Unknown

SONG OF THE CORN POPPER

Pip, pop, flipperty flop
Here am I all ready to pop.
Girls and boys the fire burns clear;
Gather about the chimney here,
Big ones, little ones, all in a row,
Hop away, pop away, here we go!

Pip, pop, flipperty flop
Into the bowl the kernels drop.
Sharp and hard and yellow and small
I say they don't look good at all.
But wait till they burst into warm
white snow.
Hop away, pop away, here we go!
Author Unknown

A CANDLE

A candle, a candle
To light me to bed;
A pillow, a pillow
To tuck up my head.
The moon is as sleepy as sleepy can be
The stars are all pointing their fingers
at me.
And Missus Hop-Robin, 'way up in her nest
Is rocking her tired little babies to rest.
So give me a blanket
To tuck up my toes,
And a little, soft pillow
To snuggle my nose.
Author Unknown

LOST

Have you seen a little dog
With a big brass collar?
He's mine
He's lost
The reward's one dollar.

If you happen to see him
Or hear him around
Telephone
Quickly
And tell me he's found.

He's a nice little dog,
With a big brass collar.
He's mine
He's lost
The reward's one dollar.
Alfred I. Tooke

HOW THE CREATURES MOVE

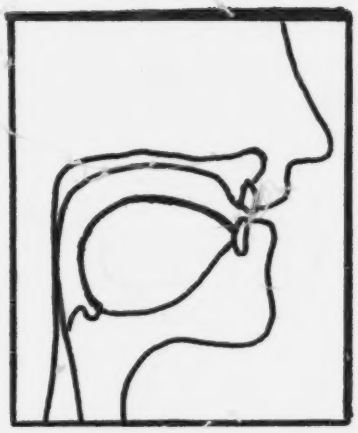
The lion walks on padded paws
The squirrel leaps from limb to
limb
While flies can crawl straight
up a wall
And seals can dive and swim.
The worm wiggles all around
The monkey swings by his tail
And birds may hop upon the ground
Or spread their wings and sail.
But boys and girls
Have much more fun;
They leap and dance
Then sleep in the sun.
Author Unknown

GO TO BED EARLY

Go to bed early
Wake up with joy;
Go to bed late
Cross girl or boy.
Go to bed early
Ready for play;
Go to bed late
Tired all day.
Go to bed early
No pains or ills
Go to bed late
Doctor and pills.
Author Unknown

V

SOUNDS: F - V



HOW THE SOUNDS ARE MADE:

These sounds, like some of the others, are related because they are made in the same manner. The only difference is that F is an AIR sound and V is a VOICE sound. To shape the organs of speech for F

1. Separate the lips and move the lower lip backward until it touches the edges of the upper teeth.
2. Lift the upper lip so that it doesn't interfere with or obstruct the outflow of air.
3. Then force the outflow of air between the lower lip and the teeth in a kind of whisper. This is the F sound, sometimes called the "angry cat" sound.

To produce V, simply add the voicing of the air. That is, say the F aloud and the V sound is made. V is a VOICE sound.

HOW TO HELP THE CHILD:

Occasionally when a child has particular difficulty ask him to bite his lower lip lightly with the upper teeth. This will give a more definite sense of contact between the lips and teeth. Then in the outflow of air see that the lip springs forward slightly as it leaves contact with the teeth. One may even push the lip into position and use a mirror to show the child this lip action.

Also, if one finds an especially lazy or inactive upper lip, have the child hold the lip well above the lower lip-teeth contact. This will in time educate the muscles of the upper lip as to their part in the production of both F and V.

In some difficult blend words (words that begin with two or three consonants) such as FLOWER, FREE separate the F sound from the rest of the word. For example, F - LOW - R, F - ER - EEE. When the F sound is in the middle of a word, as in ELEPHANT, say EL - UH - FUNT. When it is at the end of the word, as in ELF, say EL - F. All of these are said in a kind of slow motion in order to give the child a chance to think about and to achieve the correct lip and teeth positions.

Sometimes there is a P or B substitution for F. This merely means that the lips are contacting each other rather than the lower lip touching the upper teeth edges. Separate the lips, even hold the upper lip to keep it from moving, and proceed according to the directions above.

It may be that in the final V position an F is substituted. For example, FIVE may be said FIF (which is another word, FIFE). Direct the child to say FI and then place the finger tips on the ridges on the front of the throat to feel the vibration and say the voiced F, which is the V sound wanted.

PRACTICE MATERIAL

fun	visit
find	very
four	valentine
goldfish	seven	if	twelve
careful	eleven	leaf	five
after	invite	roof	stove
before	cover	puff	save
butterfly	evening	myself	have

A FINGER GAME

Fee, fie, fo, fum!
  See my finger
  See my thumb
Fee, fie, fo, fum!
  I wiggle my finger
  I wiggle my thumb
Fee, fie, fo, fum!
  I hide my finger
  I hide my thumb
Fee, fie, fo, fum!
  Now finger's gone
  And so is thumb
Fee, fie, fo, fum!

Adapted from Barrows and Hall

OCEAN WAVES

There are big waves
And little waves
Green waves and blue
Waves you can jump over
Waves you can dive through
Waves that rise up
  Like a great water wall
Waves that swell softly
  And don't break at all.
Waves that can whisper
Waves that can roar
And tiny waves that chase you
  Running on the shore.

Eleanor Farjeon

THE FAT FROG

The little fat frog
Jumped out of the bog
To ask the old cook
For a glass of eggnog
But she with a sniff
Drove him out in a jiff
Saying, "Hop away, hop away!
Here comes the dog."
So the fat little frog
Who jumped out of the bog
Didn't get his glass
Of rich eggnog.

Adapted

FAIRIES IN THE RAIN

Have you watched the fairies when the rain is done?
Spreading out their little wings to dry them in the sun?
  I have, I have! Isn't it fun?

Have you heard the fairies all among the limes
Singing little fairy tunes to little fairy rhymes?
  I have, I have, lots and lots of times.

Have you seen the fairies dancing in the air
And dashing off behind the stars to tidy up their hair?
  I have, I have; I've been there.

Rose Fyleman

THE FAIRIES

Said the first little fairy
"I'm as thirsty as can be!"

Said the second little fairy
"I'm hungry, too, dear me."

Said the third little fairy
"Who'll tell us where to go?"

Said the fourth little fairy
"I'm sure that I don't know."

Said the fifth little fairy
"Let's brew some dew-drop tea."

So they sipped it and ate honey
Beneath the maple tree.

Maud Burnham

LADY-BUG

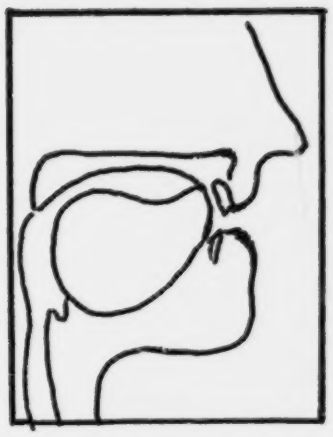
Lady-bug, lady-bug
  Fly away, fly,
Fly to the mountain
  Fly away, fly.

Lady-bug, lady-bug
  Fly away, fly,
Fly home to your babies
  Fly away, fly.

From the Chinese

VI

SOUNDS: T - D



HOW THE SOUNDS ARE MADE:

For the production of the sound of T

1. Point the tip of the tongue and touch the teeth-ridge. This movement is called the "make" or getting ready position.
2. Pull the tongue tip away and at the same time
3. Force the air out with a slight explosive sound. This movement of the tongue is called the "break" and it is this movement that makes the T sound. Be careful not to omit it. If the "break" movement is omitted, another word or a meaningless word is said. For example

asked	(ed said as T	becomes	ask
slept		"	slep
next		"	necks
guessed	(ed said as T)	"	guess
guests		"	guess

Again, as with many other sounds already described, voice the outflowing air with the tongue in the T position and its related sound, D, is made. The vibration of the voice may be felt as the fingers touch the ridges on the front of the throat.

HOW TO HELP THE CHILD:

These sounds are easy to make and consequently they are usually among the first to be learned by children. However, sometimes there are substitutions. One is G for D, as GOG for DOG. This means that the back part of the tongue is used instead of the tip. Work for freer use of the tip of the tongue and train with a mirror and tongue depressor. Separate the sounds in the following way: DAW - G, saying a strong G sound.

The main thing to watch for in saying words with T and D sounds is that neither of the sounds is omitted. Some words, other than those given above, are said incorrectly if one is not especially careful. Sometimes when the D or T is in the middle of a word, the sound is omitted and in its place there is a slight pause or stop. The word WATER becomes WAH - ER, WINTER becomes WIN - ER, MOUNTAIN becomes MOU - UN, GRANDFATHER becomes GRAN - FATHER, GENTLEMAN becomes GEN - UL - MAN, BOTTLE becomes BAH - UL, and PARTY becomes PAR - E, to mention just a few of the words in everyday use.

T is a little harder to say than D and often D is said instead of T in words that are spelled with a T. For example, WRITING sounds like RIDING, LETTER like LADDER, LITTLE like LIDDLE, BUTTER like BUDDER. There are some exceptions to this. One is the word OFTEN. The generally accepted pronunciation omits the T so that the word is said correctly AW - FN.

PRACTICE MATERIAL:

		metal	hiding	first	read
		little	ladder	coat	bed
tip	dog	letter	riding	bite	glide
take	do	bottle	medal	light	bread
table	drop	gentle	middle	bright	food

THE GAY LITTLE CRICKET

The gay little cricket is singing today
Tee-dee, tee-dee, tee-dee
He rubs his wings and sings this way:
Tee-dee, tee-dee, tee-dee.

The gay little cricket is singing all day
Tee-dee, tee-dee, tee-dee
He sings at work and he sings at play
Tee-dee, tee-dee, tee-dee.
Author Unknown

THE TRAIN

The train goes hurrying over the track
Clickety, clickety, clickety
It goes away but it always comes back
Clickety, clickety, clickety

The engine man leans from his window high
Clickety, clickety, clickety
He waves to me as the train goes by,
Clickety, clickety, clickety

I'd like to ride with him down the track
Clickety, clickety, clickety
I'd go away but I'd always come back
Clickety, clickety, clickety

IN THE HEART OF A SEED

In the heart of a seed,
Buried deep, so deep
A dear little plant
Lay fast asleep.

"Wake," said the sunshine
And creep to the light."
"Wake," said the voice
Of the raindrops bright.

The little plant heard
And it rose to see
What the wonderful
Outside world might be.
Author Unknown

RIDING

Ride, ride, ride,
I ride on the trolley
I ride on the train
I ride in the sunshine
I ride in the rain.

Ride, ride, ride,
I ride in the auto
I ride on my bike
I ride in my wagon
With Bobbie and Mike.

Ride, ride, ride,
I ride on my scooter
Morning and noon;
If I had an airship
I'd ride to the moon.

Ride, ride, ride,
I'd better go walking
To see how it feels;
Or my poor lazy feet
May turn into wheels.
Author Unknown

THE BUNNIES

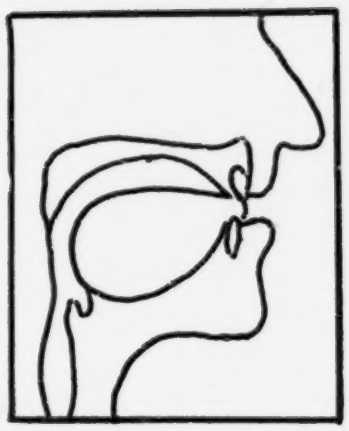
A little white bunny
Went out to play --
Hippety, hippety, hop.
A little black bunny
Came down the way --
Hippety, hippety, hop.

The two little bunnies
Had fun that day --
Hippety, hippety, hop.
They spoke to each other
In the very best way
Hippety, hippety, hop.

The little black bunny
Then turned to say --
"I'd like to play
But I cannot stay."
And the little white bunny
Then turned to say,
"Let's meet again some other day.
Author Unknown

VII

SOUNDS: TH (AIR) - TH (VOICE)



HOW THE SOUNDS ARE MADE:

The TH sounds are relatively easy to produce but many children and "other than English speaking" people have some difficulty with them. These sounds are different from all others in that the tongue must leave its normal "home" inside the teeth. The production is as follows:

1. Relax the lower jaw somewhat, thus separating the lower and upper teeth.
2. In this space between the teeth allow the tip, or possibly a bit more of the end of the tongue, to protrude slightly and at the same time, lightly touch the edges of the upper teeth.
3. Then holding the tongue in this position, force the air through the loose contact of tongue and teeth. This makes the AIR TH sound.

With the tongue and teeth in the same positions, voice the air and the VOICED TH is made. With the Voiced TH feel the buzz under the finger tips on the front of the throat and the tickle on the lower lip.

HOW TO HELP THE CHILD:

Probably the most common substitution for TH is D, with T in close second place. T and D are formed in the same way and a discussion of how they are made is in Section VI. Briefly, they are made with the tip of the tongue against the upper teeth or on the teeth-ridge back of the upper teeth. So, as you help the child, be sure that the tongue is brought forward out of the mouth. One of the best ways to secure this is through the use of a mirror.

Occasionally, the lips need to be spread a bit to get them out of the way. Ask the child to smile. This will uncover the teeth and the tongue and teeth can be seen more clearly.

When F is substituted for TH (WIF for WITH), the lower lip touches the upper teeth. Sometimes it is necessary to hold the upper and lower lips with the flat side of the fingers in order to keep them from moving. Then proceed as above for tongue and teeth positions. It helps to separate the sounds in the word and say the words in slow tempo. Say WI, then take a moment to allow the tongue to find its position against the teeth as described above, then say the TH sound. This hesitation, or slow motion in saying the word, gives the child time to think about the placement of the tongue. Drill will bring about the timing of good speech.

PRACTICE MATERIAL:					
	there	birthday	mother	tooth	smooth
	those	anything	father	earth	breathe
thing	this	nothing	feather	month	bathe
three	these	Martha	brother	bath	soothe
thick	them	everything	weather	health	clothe

THE OLD GRAY GOOSE

An old gray goose am I
   Th! Th! Th! (voiced)
I stretch my neck and cry
At puppies passing by
   Th! Th! Th!
When puppies jump and run
I think it's lots of fun
I'm sure they'd like to be
An old gray goose like me
   Th! Th! Th!
         Barrows and Hall

THE MITTEN SONG

"Thumbs in the thumb place,
Fingers all together."
This is the song we sing in
     mitten weather.
When it is cold,
It doesn't matter whether
     Mittens are wool
     Or made of leather
This is the song we sing in
     Mitten weather,
"Thumbs in the thumb place,
Fingers all together."
          Mary Louise Allen

THE SECRET

We have a secret, just we three,
The robin and I and the sweet cherry tree
The bird told the tree, and the tree
          told me
And nobody knows it but just we three

But of course the robin knows it best
Because he built the -- I shan't tell the
          rest;
And laid the four little -- something in it
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.
          Author Unknown

MONKEY TALK

Little monkey in the tree
This is what he says to me

"They, they, they,
Thee, thee, thee."

The monkey jumps from limb to limb
While I chatter back to him

"They, they, they,
Thee, thee, thee."
          Barrows and Hall

TO THE CANDY SHOP

Hippity-hop to the candy shop
To buy three sticks of candy;
   There's one for you
   There's one for me
And there's one for little Sandy.

Hippity-hop to our home again
To eat three sticks of candy;
   Yours is red
   Mine is white
And the pink one is for Sandy.
          Adapted

MICE

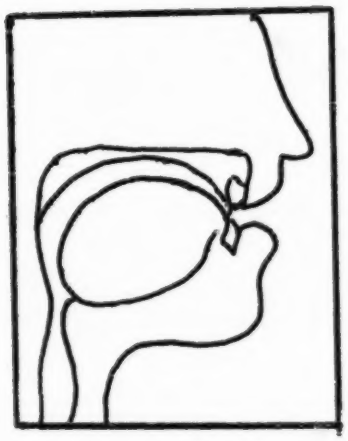
I think mice
Are rather nice.
Their tails are long,
Their faces small,
And they haven't any chins at all.
Their ears are pink,
Their teeth are white,
They run about the house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.
But I think mice
Are rather nice.
          Rose Fyleman

THELMA

Thumpity, thumpity, thumpity, thumpity, thump!
   Poor little Thelma fell down the stair
   She fell on her head and tangled her hair
Thumpity, thumpity, thumpity, thumpity, thump!

VIII

SOUNDS: SH - ZH



HOW THE SOUNDS ARE MADE:

1. The teeth should be together (either with edges meeting or with molars (back teeth) meeting as in chewing).
2. The lips should be pushed slightly forward in a sort of squarish" position.
3. The sides of the tongue should touch the sides of the upper teeth or the underside of the upper molars in order to direct the air forward.
4. Then blow the air over the end of the tongue and out through the teeth. SH is an AIR sound.

With the same tongue and teeth positions, but with the addition of voice, the ZH sound is made. It is, therefore, a VOICE sound. In testing whether or not voice is being used, place the first two or three finger tips on the front of the throat and feel the vibration. For SH there will be no vibration because it is an AIR sound.

HOW TO HELP THE CHILD:

Use a mirror to show the position of the teeth together. Then place the thumb and forefinger on the cheeks and push slightly. This will put the lips in the right slightly forward position. Use the mirror here, also, to show the lips like a box in front of the teeth. If necessary, use a tongue depressor to push the tongue gently back and up to touch the upper teeth or gums or sides of the teeth. The tongue must touch one of these in order to guard against the air flowing over the sides of the tongue. The position of the tongue for the sound of E is just about what we want for SH and ZH. The tongue is wide and spread out near the roof of the mouth. Have the child say EEEEEEEEEEE and then quickly close the teeth, blowing the air out at the same time, thus saying EEEEEEEEEEESH. Then voice the air as it flows out, saying EEEEEEEEEEEZH.

Another way to try to get the tongue in the right place in the mouth is to suggest to the child the action of the turtle drawing his head into his shell. It is this same action the tongue must make to get ready for the SH and ZH sounds.

PRACTICE MATERIAL:						
	she	wishing	treasure	dish	garage	(zh)
	shine	ocean	measure	wash	rouge	"
ship	shoe	addition	television	fresh	barrage	"
shirt	show	brushes	division	brush	massage	"
sugar	sure	machine	unusual	squash	camouflage	"

SEA SHELLS

So white, so pearly clear, and white
So small and light and round
And when we hold it to our ears
There is such a wondrous sound
Sh ..... Sh ..... Sh .....

It sounds like waves upon the sand
Waves that swell, and roll, and break
An ocean, right here in our hands
Each time the shell to our ear we take.
Sh ..... Sh ..... Sh .....

Martha Deplitch

SPLISH SPLOSH

Splish, splosh, splish, splosh!
Through the puddles Tom is sploshing
Splish, splosh, splish, splosh!
Won't young Tommy need a washing!

Rodney Bennett

TWO LITTLE FISHES

Two little fishes,
In a bright pool,
Mamma fish said,
"Run on to school."
Papa fish said,
"Go on to school."
"But no," said the fishes
For 'twas a nice day,
So the two little fishes
Ran off to be gay.

They swam in the river,
They lay in the sun
They laughed at a turtle
For life was such fun,
Then a dark cloud came sailing
Out of the sky,
And the two little fishes
Gave a loud cry,
"Oh, Mamma! Help, Papa!"

But sad was their fate
A big net was around them
And they couldn't escape
So -- the two little fishes
Were cooked in a pan,
To make a nice dinner
For some hungry man.

Author Unknown

I LIKE SUGAR

I want sugar on my oatmeal
And sugar on my bread --
I'll turn into a sugar stick
Some day, my grandma said.

Sugar by the spoonful
And sugar by the bowl --
I wouldn't trade a lump of sugar
For a car of gold.

Author Unknown

THE FIREMEN

The firemen turn the water on
ZH . . . . . .
The flames leap up, the firemen shout
ZH . . . . . .
The water beats against the wall
ZH . . . . . .
The flames die down; the fire is out
zh . . . . . .

Barrows and Hall

WHAT SHALL I BUY

I have a penny,
What shall I buy?
I'll buy a whistle,
That's what I'll buy.

I have two pennies,
What shall I buy?
I'll buy a good top,
That's what I'll buy.

I have three pennies,
What shall I buy?
I'll buy a new doll,
That's what I'll buy.

I have four pennies,
What shall I buy?
That's so much money!
Now what shall I buy?

THE SEASHORE

Oh, we're all going off to the seashore
We're all going off to the sea
For the sun shines brightly and the waves break lightly,
By the sea, by the sea, by the sea.
We shall play upon the sand, we shall listen to the band
We shall bathe, and we shall paddle in the sea;
We shall dance and we shall shout, we shall all run about
By the seaside, by the sea,
So come with us to the seashore,
Come with us to the sea.
We shall have great fun playing in the sun
By the sea, by the sea, by the sea.

Author Unknown

IX

SOUNDS: CH - J

HOW THE SOUNDS ARE MADE:

These two sounds, like many others, are formed in the same way. They are rather difficult sounds to make and are often the last ones the child learns to say. The difficulty lies in the fact that each of the sounds is a blend (or combination) of two sounds. CH is a blend of T and SH and J is a blend of D and ZH. The formation of T and D is explained in Section VI and the formation of SH and ZH in Section VIII. To accomplish the blend of T and SH to make CH

1. Place the tip of the tongue on the teeth ridge
2. Close the teeth
3. Slightly protrude the lips
4. Then instead of smooth outflowing air as for SH, the tongue in the T position checks the outflow and its downward or "break" movement at the same moment the outflow of air starts and the teeth separate, results in a sharp explosive sound. CH is an AIR sound.

Just as CH is a blend of two air sounds T and SH, J is a blend of their voiced related sounds, D and ZH. D and ZH are made in the same way as T and SH, except that the air is voiced. Therefore, J is a VOICE sound. If the formation and production of T and D and SH and ZH have been learned then the inclusion of CH and J in everyday speech patterns necessitates only drill in the simultaneous formation and production of the blends that make up the sounds discussed here.

HOW TO HELP THE CHILD:

The most common sound substitutions for CH are TH and SH. For the correction of the TH substitution refer to the instructions in Section I for changing the tongue position from the "between-the-teeth" position for TH to the teeth-ridge position for T and D as explained in Section VI, together with the protruded lips position of this Section.

For the correction of the SH substitution for CH, drill in the blending of T and SH, or, rather, in the adding of the T to the SH. One of the best excercises is the sound of the old-fashioned locomotive when it starts to move from a standing position. It begins with alternate T and SH sounds in a very slow tempo, using plenty of air for the production of each of the sounds, then increasing the tempo as the speed of the locomotive increases until, finally, the two sounds are being said together without conscious effort. This engine drill may be found in the Practice Material on the following page.

Occasionally, one finds a D substitution for J. In this case the ZH is omitted. So help for this calls for drill in the formation of the ZH first and then drill in the blending of the two sounds, D and ZH.

PRACTICE MATERIAL:

	Jim	teacher	injure	each	cabbage
	June	kitchen	enjoy	stretch	bridge
chair	jump	matches	object	teach	package
children	jelly	butcher	rejoice	catch	judge
chicken	just	luncheon	managing	patch	page

THE TRAIN

T - SH, T - SH, T - SH, T - SH
Said the chugging little train
T - SH, T - SH, T - SH, T - SH
It is chugging in the rain.
Author Unknown

THE ROBIN

A little red robin is talking to me
He is perched on a branch of the cherry tree
Chee-a-ree, chee-a-ree, chee-a-ree
He is stealing the cherries as sure as can be
And eating the cherries, one, two, and three
Chee-a-ree, chee-a-ree, chee-a-ree
He is picking and eating and talking to me
The naughty red robin high up in the tree
Chee-a-ree, chee-a-ree, chee-a-ree.
Louise Abney

THE TRAIN

What does the train say?
Jiggle, joggle, jiggle, joggle
What does the train say?
Jiggle, joggle, jee.

Over the hills we go
Jiggle, joggle, jiggle, joggle
Down through the valley below
Jiggle, joggle, jee.
Laura E. Richards

JUMPING ROPE

Jump! Jump!
Skipping rope's fun!
Jump! Jump!
We've just begun.
Jump! Jump!
And Hippity, hop
Jump! Jump!
Now we stop.
Author Unknown

DESSERTS

Mother likes chestnuts,
Round roasted chestnuts.

Nancy likes chocolates
Father likes a peach.

Beth likes a doughnut,
Cherries and cocoanut.

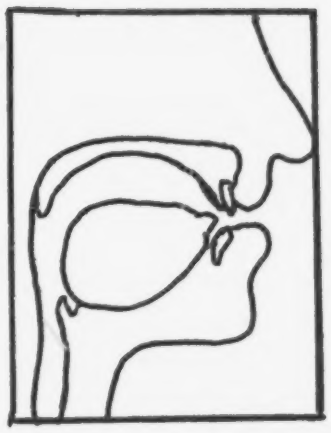
Jerry likes jelly rolls
I
like
some
of
each!
Aileen Fisher

LITTLE CHARLIE CHIPMUNK

Little Charlie Chipmunk was a talker. Mercy me!
He chattered after breakfast and he chattered after tea!
He chattered to his father and he chattered to his mother!
He chattered to his sister and he chattered to his brother!
He chattered till his family was almost driven wild
Oh, little Charlie Chipmunk was a very tiresome child.
Helen Cowles LeCron

X

SOUNDS: W - WH



HOW THE SOUNDS ARE MADE:

W and WH are lip sounds. For their production

1. Round the lips and push them out slightly in about the way one says "O." This is the preparation for the sound, or the "make" position.
2. Draw the lips from the circle position quickly back to the normal mouth position, keeping the lips separated.
3. At the same time the air is "sort of" blown out and voiced so that it sounds rather like "wooh." This is the W sound. It is a VOICE sound.

WH is made like the W but it is an AIR sound, a strong air sound. WH is a combination of H and W and the sounds are said in that order, H first and then W. H is simply an unobstructed rather vigorous outflow of air. Open the mouth, relax the tongue in the floor of the mouth and force out the breath. This is the H sound. As this air flows out shape the lips for W and keep on sending the air out, not voiced. This makes a double amount of air for the WH sound. Too much air cannot be used. The great majority of persons never say a WH sound, always saying, instead, the W sound. Look at some of these WH words and notice that when the W is said for the WH, the words in the left column become those in the right, thus completely changing the word.

when	becomes	wen
which	"	witch
where	"	wear
why	"	y
whey	"	way
what	"	watt
while	"	wile
whither	"	wither
whether	"	weather
whir	"	were
whale	"	wail
whine	"	wine
whet	"	wet
white	"	wight
wheel	"	weal

HOW TO HELP THE CHILD:

About the only thing to watch for here is that a large amount of air is used in saying the WH words. W words never seem to give any trouble.

PRACTICE MATERIAL:

THE WHISPERING WIND

What's the wind whispering?
"Woo . . . woo!"
Low in the wildwood,
All the night through,
"Woo . . . woo!"
The night wind whispers and whispers
"Woo . . . woo!"
Rodney Bennett

WHISTLE BOYS AND GIRLS

Whistle boys whistle,
Whistle and be gay.
Whistle boys whistle,
Whistle all the day.

Whistle girls whistle
Whistle and be gay.
Whistle girls whistle,
Whistle all the day.

Whistle, whistle, whistle!
Adapted

WHAT IS PINK?

What is pink? A rose is pink
By the fountain's brink
What is red? A poppy's red
In the garden bed.
What is blue? The sky is blue
When the clouds float through
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow
Rich and ripe and mellow
What is green? The grass is green
With small flowers between.
What is violet? Clouds are violet
In the summer twilight.
What is orange? Why an orange
Just an orange.
Author Unknown

THE WIG-WAG

The wig-wag says,
"Here comes the train,"
Wig-wag, wig-wag."

The wig-wag says,
"The train goes by!
Wig-wag, wig-wag."
Barrows and Hall

THE SONG OF THE WHEELS

Whir . . . whir . . . whir . . .
The train wheels whir along
Whir . . . whir . . . whir . . .
Singing a travel song.
Whir . . . whir . . . whir . . .

WIGGLE WAGGLE

Watch the happy puppy's tail
Wiggle, waggle, wiggle, waggle
"I like you," he says with his tail
Wiggle, waggle, wiggle, waggle.
Author Unknown

LEARNING TO WHISTLE

I want to learn to whistle,
Wh, wh, wh,
I fix my mouth to do it,
Wh, wh, wh.
Author Unknown

IS THIS YOU?

Do you always have to wiggle and squirm
You are just a regular wiggly worm!
You wiggle in your chair
You wiggle in your bed
You wiggle everywhere.
Why don't you try sitting still instead?
Is this you? Is this you?
Author Unknown

HLO:lbo
10-17-56